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ABSTRACT

The Faculty Institutional Survey was conducted in 1999 to assess the opinions and satisfaction of members of the Kapiolani Community College faculty. In addition to biographical information, the survey includes satisfaction questions divided into nine sections: academic quality, facilities and equipment, faculty involvement, leadership, personnel policies, professional climate, student characteristics, support services, and overall satisfaction. All questions were scored on a scale of 1 to 4, where 1 represents "very dissatisfied" and 4 represents "very satisfied." The response rate was 39.6 percent. Sixty-five percent of the respondents were female and eighty-four percent were full-time. Responses were categorized by discipline: Business Education, Food Service and Hospitality Education (FSHE), Health, Nursing, and Liberal Arts. The total average rating from the entire survey was 2.70. FSHE and Nursing faculty perceived the institution more favorably than other faculty, and Business Education faculty perceived it the least favorably. There was no difference between full- and part-time faculty in terms of satisfaction, although satisfaction decreased with years of employment. Faculty were most satisfied with academic quality (2.92) and support services (2.91) and least satisfied with student characteristics (2.35) and personnel policies (2.43). Total faculty satisfaction was lower than in previous surveys from 1991, 1993, and 1996. Report sections include: executive summary, background, results, and longitudinal comparison. Appendices contain the survey form, statistics, and respondents' comments. (Contains 9 tables and 22 figures.) (RDG)

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REPORT ON THE RESULTS OF THE 1999 FACULTY INSTITUTIONAL SURVEY

January 25, 2000

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UNIVERSITY OF HAWAI'I - KAPI'OLANI COMMUNITY COLLEGE
Office of the Assistant to the Provost

January 24, 2000

Ms. Barbara Ross-Pfeiffer
Chair, Faculty Senate

Dear Barbara:

Enclosed please find 40 copies of a document entitled "Report on the Results of the 1999 Faculty Institutional Survey." This document consists of the analysis of the results of the Faculty Survey that was recently commissioned by the Faculty Senate. The Office of Institutional Research has conducted the analysis.

Thank you for allowing us to serve you.

Sincerely,

Frank Abou-Sayf
Assistant to the Provost and
Director, Institutional Research

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UNIVERSITY OF HAWAI'I - KAPI'OLANI COMMUNITY COLLEGE
Office of Institutional Research

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REPORT ON THE RESULTS OF THE

1999 FACULTY INSTITUTIONAL SURVEY

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REPORT ON THE RESULTS OF THE

1999 FACULTY INSTITUTIONAL SURVEY

EXECUTIVE SUMMARY

The response rate of the Faculty Institutional Survey, administered in November 1999, was 39.6 percent. The total rating was 2.70 on a scale of 1.00 to 4.00 where 1.00 is "Very Dissatisfied" and 4.00 is "Very Satisfied." The Liberal Arts electorate faculty provided the highest response rate and the Health faculty provided the lowest. Almost two-thirds of the respondents were females, and three-quarters were from Liberal Arts. Academic quality continued to be the most highly rated aspect of the College.

Food Service and Hospitality Education and Nursing electorate faculty perceived the institution more favorably than other faculty, and Business Education faculty perceived it least favorably. There was no difference between full-time and part-time faculty in terms of satisfaction. However, satisfaction decreased with years of employment.

Compared to the three previous surveys, this year's results indicate the lowest response rate and the lowest satisfaction. The quality of education continued to be the most highly rated aspect while the salary schedule continued to rank lowest. A marked increase in satisfaction with Campus Security and Student Activities was observed in this survey. Two other aspects which ranked high and were used for the first time in this survey are Institutional Research and Collegiality among faculty.

REPORT ON THE RESULTS OF THE

1999 FACULTY INSTITUTIONAL SURVEY

BACKGROUND

The Survey

The 1999 Faculty Institutional Survey was adapted from the 1996 Faculty Institutional Survey. An effort has been made to maintain as much similarity in the items as possible to allow for longitudinal comparisons of the results.

The survey was conducted for the Faculty Senate to assess the opinion of its electorate. It was made available on the Internet to solicit KCC instructors' responses in November and December 1999.

In addition to the biographical information section, the survey includes the following nine sections of different lengths:

- Academic Quality
- Facilities and Equipment
- Faculty Involvement
- Leadership
- Personnel Policies
- Professional Climate
- Student Characteristics
- Support Services
- Overall Satisfaction

The "Overall Satisfaction" section is a two-item section asking the respondents about their overall opinion of the institution. In this report, scores on this section should not be confused with the "Total" score which is composed of the average responses on the entire survey, including the "Overall" section.

A copy of the survey is presented in Appendix A.

Confidentiality

All responses were kept confidential. All data entry was automatically transferred from the Internet site in which the survey resided into an Excel file. No attempt was made to identify the respondents. Instructors' and students' names given by respondents in their open-ended comments were deleted before the results were published.

Analysis

Descriptive and inferential statistics were conducted on the following:

- each item
- the total results
- results of each section of the survey
- results of each group identified through the biographical section of the survey
- cross-tabulations of the results of some sections and groups.

The results are presented throughout this report and in greater detail in Appendix B. The following statistics have been derived:

- The mean.
- The total number of observations for each of the six sections, representing the total number of responses to all the items making up the section.
- The standard deviation, as an indicator of the homogeneity of the responses: the smaller the standard deviation the more homogeneous the responses.
- The maximum error, as a measure of confidence about the value obtained from the sample: the smaller the error the closer the sample value is to the true (or population) value. Other things being constant, the maximum error is a function of the sample size, which, in this study, is made up of the product of the number of respondents and the number of responses. In this report, the maximum error was based on a 95 percent level of confidence.
- Statistical significance, based on a two-tailed p-value of 0.05.

Handwritten comments that were added by the respondents at the end of the survey have been transcribed and are presented in Appendix C.

Limitations

It is generally agreed upon that respondents to surveys tend to differ from non-respondents in the characteristics being measured. Generalization of the survey results from respondents to the entire target population is usually

accompanied by a measurement error of unknown magnitude. This limitation should be kept in mind when using the results of this and other surveys.

The survey was administered on the Internet. Several notices, in electronic and hard-copy format, were disseminated to the faculty to solicit their responses. However, no safeguards were made to prevent either a non-eligible person from responding or a person from responding more than once. Moreover, some technical difficulties were encountered by some instructors in the process of filling out and submitting the survey which may have led to their surveys either not being recorded or being inadvertently recorded more than once. Although every effort was made to eliminate duplicate surveys that were entered more than once, it is possible that some would not be identifiable as such and would have remained in the pool of the results. These factors should be kept in mind in the interpretation of the results.

It should also be kept in mind that the College has been going through a process of reorganization since Fall 1998, a factor that may have impacted on the respondents' satisfaction or lack thereof.

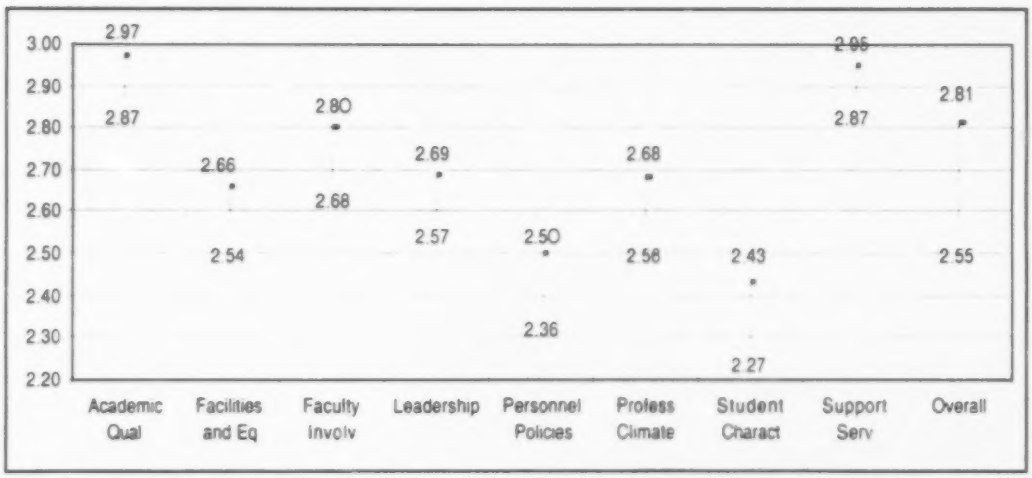
RESULTS

Response Rate

According to the Faculty Senate Constitution, the electorate is defined as full-time instructors and part-time instructors who currently teach over 7 credits or who have been teaching for three consecutive terms excluding the Summer Session. Some provisions were made to request the necessary information in the biographical section of the survey to exclude some of the non- electorate on these bases. A total of 88 surveys were obtained of which 2 were determined to be non-electorate faculty. Based on the best estimate of a College electorate count of 223, the response rate of 38.6 percent. The results reported in this study are based on the electorate faculty.

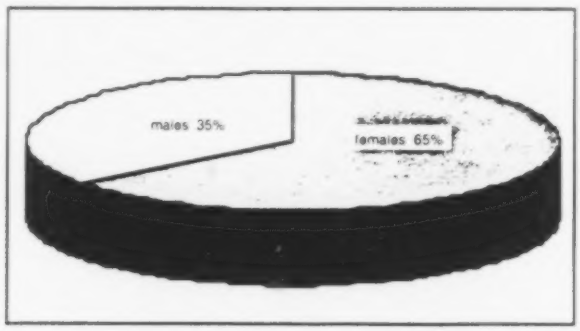
Error Margins

All surveys, except those to which entire populations respond, are subject to sampling errors that are mostly a function of the sample size and of the representativeness of the sample. Only errors associated with the sample size can be quantified. For the entire survey, the maximum error associated with the mean rating is plus of minus 0.02 on a scale of 1 to 4. For the different sections, the maximum error is reported in Appendix B, part 2. The confidence interval associated with each section's error rate is illustrated below. These intervals indicate that the highest error rate is associated with the *Overall* section, with the true mean falling between 2.55 and 2.81, and the lowest is with *Support Services,* with the true mean falling between the narrower margin of 2.87 to 2.95.



The Respondents

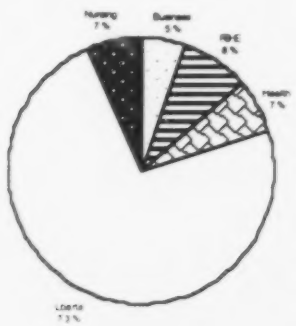
Of those respondents who identified their gender, there were 51 females and 28 males, making up the proportions shown below.



Responses were categorized by discipline according to the following groups:

- Business, composed of Accounting, Sales and Marketing and the Legal Education program
- Food Service and Hospitality Education combined (FSHE)
- Health, composed of Health Sciences, Emergency Medical Technician and Mobile Intensive Care Technician programs
- Liberal Arts (Lbart), and
- Nursing

Non-instructional faculty could not be identified and were thus omitted from the analysis by discipline.



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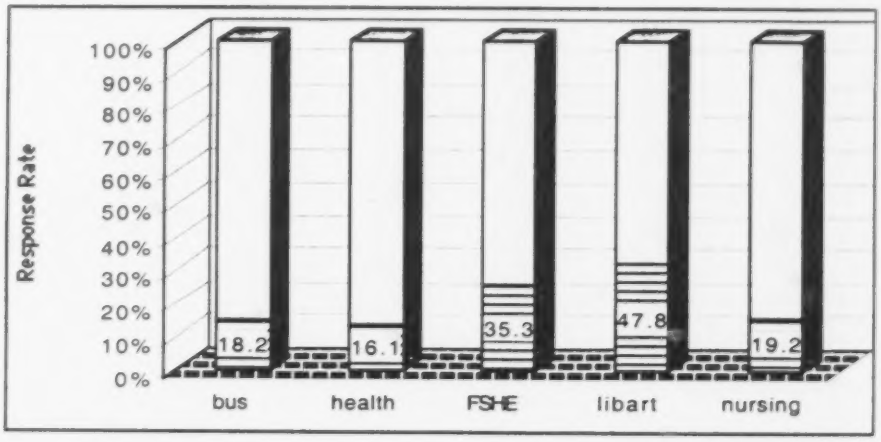
Responses were obtained from faculty in these categories in the proportions illustrated above.

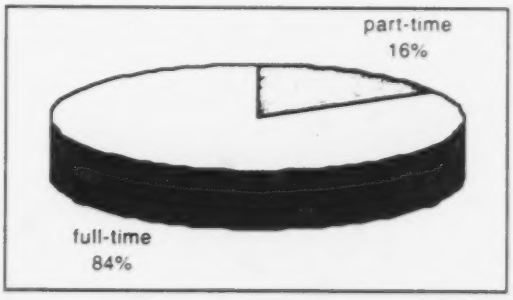
In absolute count, the largest responding discipline was Liberal Arts (54 surveys).*

	Business	*Health*	*FSHE*	*Lib Arts*	*Nursing*
Responses	4	5	6	54	5
Total Electorate Faculty	22	31	17	113	26

In relative terms, the Liberal Arts electorate faculty had the highest response rate (47.8%) and the Health faculty had the lowest (16.1%), as shown below.



There were 14 part-time and 71 full-time respondents, leading to the following proportions.



* Not all faculty members responded to all biographical items. In this and subsequent breakdowns, the survey counts reflect the count of those who responded, and may not add up to the total count of the 86 surveys used.

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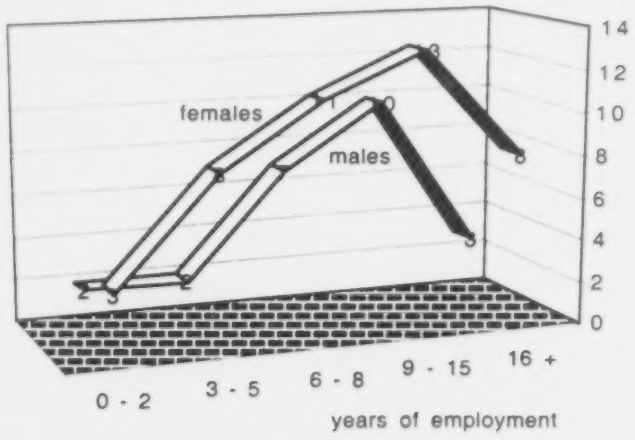
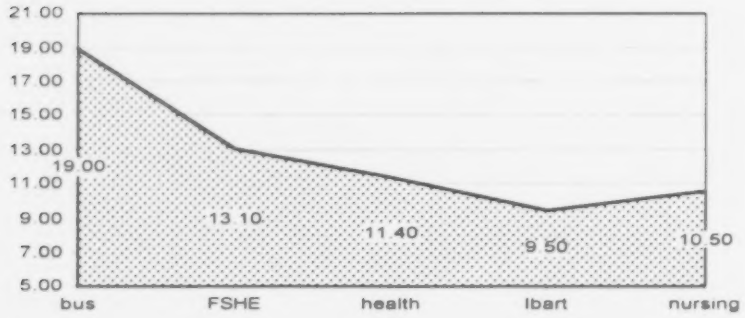
The average length of employment was 10.5 years. The distribution of the length of employment was bimodal, with a minor mode at 8 years and a major one at the 10-to-15-year category.

Females had on average 0.6 years of employment more than males (10.7 versus 10.1). The difference between these two means was not statistically significant.



The average number of years employed at KCC differed according to the discipline. Business faculty who responded have been employed the longest (19.0 years on average) and Liberal Arts faculty have been employed the shortest (9.5 years). The difference between these two means was statistically significant.



Total-Group Responses

The results of the total-group responses are presented below. The scores have been derived based on a scale of 1.00 to 4.00, where 1.00 indicates "Very Dissatisfied" and 4 indicates "Very Satisfied." Thus, the higher the score, the higher the rating and vice versa. The mean scores $\bar{x}$ on the total survey as well as on each section are presented below. The standard deviations s are also presented. Additional details are available in Appendix B.

	$\bar{x}$	s
TOTAL	2.70	0.81
Academic Quality	2.92	0.76
Facilities and Equipment	2.60	0.83
Faculty Involvement	2.74	0.77
Leadership	2.63	0.82
Personnel Policies	2.43	0.76
Professional Climate	2.62	0.87
Student Characteristics	2.35	0.78
Support Services	2.91	0.71
Overall Satisfaction	2.68	0.82

The results indicate that the electorate KCC faculty rated the institution with a mean score of 2.70 out of 4.00. *Academic Quality* was ranked as the most satisfactory feature of the institution (2.92), closely followed by *Support Services* (2.91), while *Student Characteristics* ranked as the least satisfactory, with a mean score of 2.35. *Professional Climate* was the feature with the lowest degree of agreement in opinion among respondents (s = 0.87), while

Support Services had the highest degree of agreement (s = 0.71). With a few exceptions, differences among mean responses on the various sections were statistically significant.

Individual Item Ranking

The survey items were ranked in order of satisfaction. The two lists presented below indicate the top and bottom ten items.

Items With the Highest Level of Faculty Satisfaction

	$\bar{x}$	s
1. Overall teaching competence of faculty	3.26	0.54
2. Faculty interaction with students	3.24	0.78
2. Campus security	3.24	1.48
4. Institutional Research	3.23	0.73
4. Accessibility and accommodation for persons with disabilities	3.23	0.78
6. Relevance of courses to job requirements	3.21	0.68
7. Collegiality among faculty	3.18	1.05
8. Student Activities	3.17	0.92
9. Overall quality of education in my department	3.15	0.74
10. Overall quality of education provided at the College	3.14	0.67

The highest levels of faculty satisfaction were expressed with the quality of education and the educators. The *Overall teaching competence of faculty* item ranked highest and also received the highest degree of agreement. In addition, *Campus security, Institutional Research, Accommodation of persons with disabilities* and *Student Activities* all received high marks.

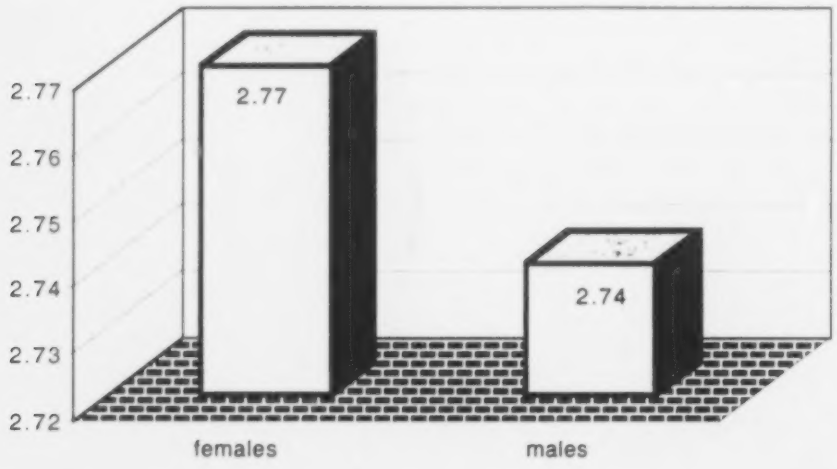
Items With the Lowest Level of Faculty Satisfaction

	$\bar{x}$	s
1. Adequacy of study leave and sabbatical opportunities	1.82	0.96
2. Preparedness of new students	1.87	0.73
3. President's overall effectiveness	2.07	0.82
4. Adequacy of current salary schedule	2.06	0.73
5. Opportunity and support to pursue scholarship	2.22	0.90
6. Support to attend professional meetings	2.23	1.03
7. Evaluation processes for senior administrators	2.25	0.86
8. General student interest and motivation	2.32	0.76
9. Effectiveness of communication channels to resolve campus problems	2.31	1.01
10. Overall level of faculty involvement in campus decision-making	2.38	0.71

Low ranks were given to a variety of issues, including student preparedness, interest and motivation, and a number of administrative issues.

Responses By Gender

Responses of females were more favorable than those of males. On the total survey, the average male response was 2.74, lower than the average female response, 2.77, but not statistically significantly so.

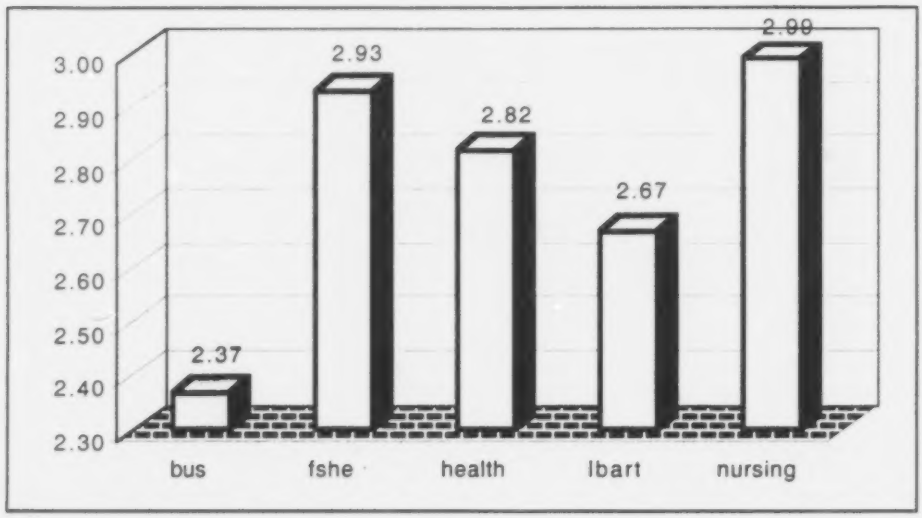


Gender mean responses on the different sections are shown in the table below. Males were more satisfied than females about 3 features: *Facilities and Equipment*, *Leadership*, and *Overall Satisfaction*.

	Females	*Males*
Academic Quality	3.01	2.91
Facilities and Equipment	2.62	2.66
Faculty Involvement	2.84	2.72
Leadership	2.69	2.71
Personnel Policies	2.51	2.40
Professional Climate	2.69	2.64
Student Characteristics	2.43	2.40
Support Services	2.97	2.95
Overall Satisfaction	2.73	2.86

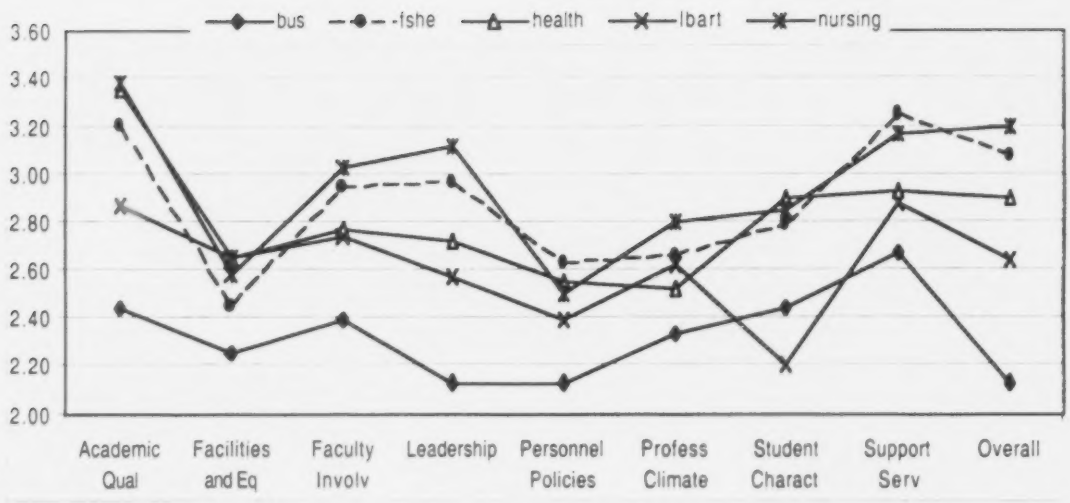
Responses By Discipline

The mean responses by discipline are presented below.



On the total survey, Nursing and FSHE faculty provided a statistically significantly higher rating than other faculty (2.99 and 2.93 respectively). The lowest rating was given by the Business Education faculty (2.37). Ratings by discipline on each section of the survey are shown in the table and in the graph below.

	Bus Ed	*FSHE*	*Health*	*Lbarts*	*Nursing*
Academic Quality	2.44	3.21	3.35	2.87	3.38
Facilities and Equipment	2.25	2.45	2.65	2.65	2.58
Faculty Involvement	2.39	2.95	2.77	2.74	3.03
Leadership	2.13	2.97	2.72	2.57	3.12
Personnel Policies	2.13	2.63	2.55	2.39	2.50
Professional Climate	2.33	2.66	2.52	2.62	2.80
Student Characteristics	2.44	2.79	2.90	2.20	2.85
Support Services	2.67	3.25	2.93	2.88	3.17
Overall Satisfaction	2.13	3.08	2.90	2.64	3.20



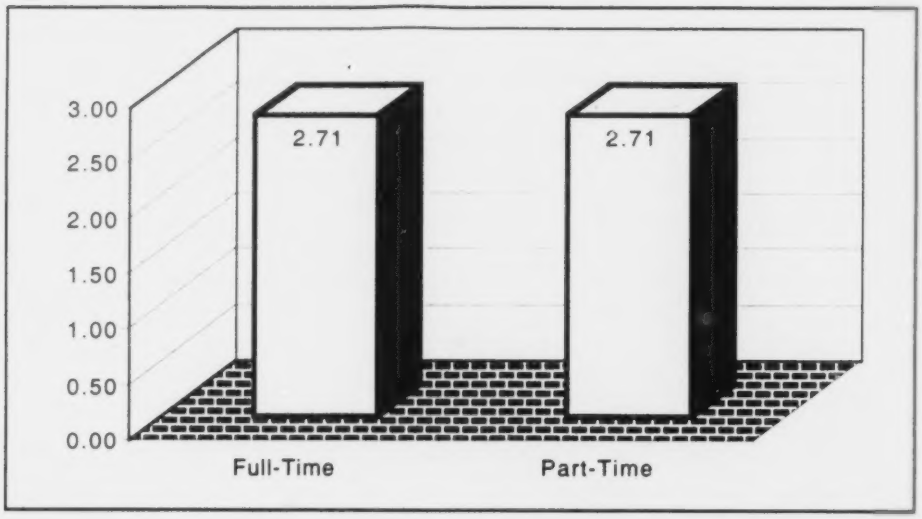
With the exception of the Liberal Arts faculty response to the *Student Characteristics* category, the Business Education faculty ranked each category lower than all other faculty.

Discipline-Adjusted Responses

Differences in ratings by discipline that are statistically significant as the ones discussed above can lead to a bias in the total rating if the proportion of faculty in each discipline is not equitably represented in the survey responses. As shown under *The Respondents* above, the number of respondents in each discipline were not proportionally represented. To eliminate or reduce the resulting bias, the responses in each discipline were given a weight equivalent to the proportion of faculty in the discipline. This "discipline-adjusted" rating was calculated to be 2.74, compared to a non-adjusted rating of 2.70 reported above. The difference between the two means is not statistically significant.

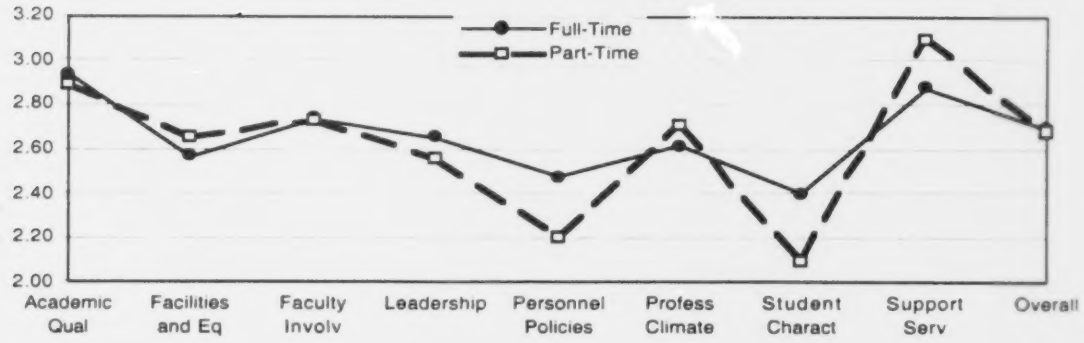
Responses By Position

The mean responses of part-time versus full-time faculty members were equal overall, showing a total mean of 2.71 for each.



A comparison of the mean scores of the two categories on the various sections of the survey was also made, and the results are presented below. As shown, part-time faculty ranked three sections higher than their full-time counterparts: *Facilities and Equipment, Professional Climate,* and *Support Services.*

	Full-Time	*Part-Time*
Academic Quality	2.94	2.89
Facilities and Equipment	2.57	2.65
Faculty Involvement	2.74	2.73
Leadership	2.65	2.56
Personnel Policies	2.47	2.20
Professional Climate	2.61	2.71
Student Characteristics	2.40	2.09
Support Services	2.88	3.10
Overall Satisfaction	2.69	2.68



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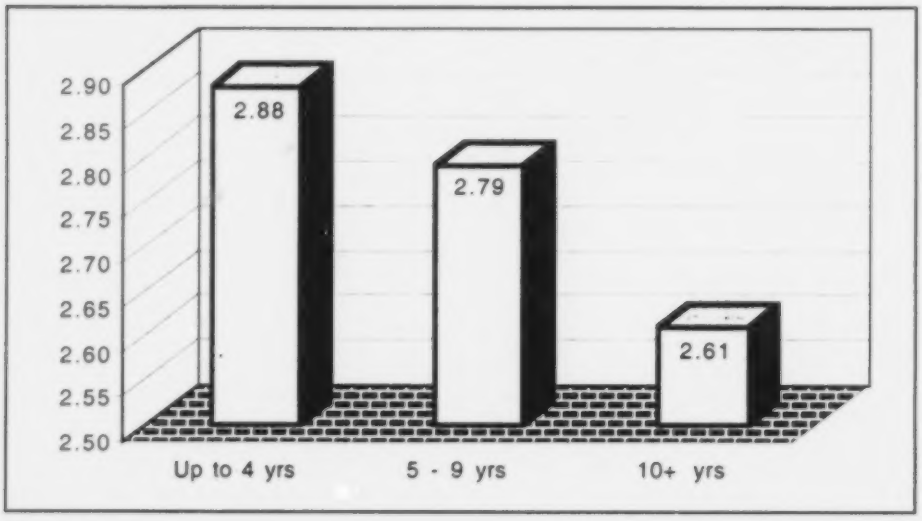
Responses By Years of Employment

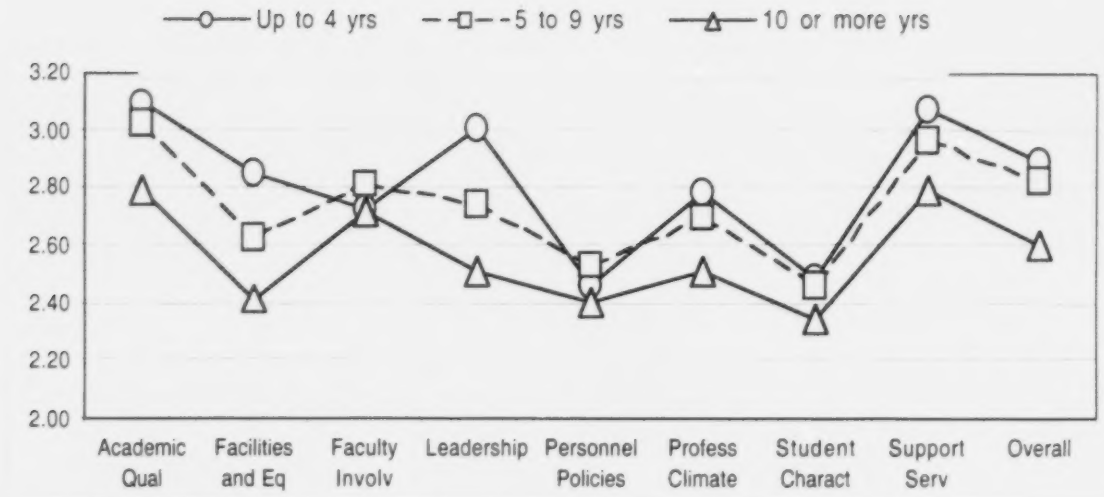
Satisfaction with the institution decreased with years of employment. Electorate faculty employed for up to 4 years were the most satisfied (2.88 out of a possible 4.00) and those employed for ten years of more were the least satisfied (2.61).



A comparison of the mean scores on the various sections of the survey was also made. The results are shown below.

	Years of Employment		
	Up to 4	*5 to 9*	*10 or more*
Academic Quality	3.09	3.03	2.79
Facilities and Equipment	2.85	2.63	2.42
Faculty Involvement	2.73	2.81	2.72
Leadership	3.01	2.75	2.51
Personnel Policies	2.46	2.53	2.41
Professional Climate	2.78	2.7	2.51
Student Characteristics	2.48	2.46	2.35
Support Services	3.07	2.97	2.79
Overall Satisfaction	2.89	2.82	2.6

As the data show, the newer electorate faculty members are more satisfied with the majority of categories.



Cross-tabulation by years of employment and discipline indicated the same overall trends: for each discipline, satisfaction decreased with years of employment (Appendix B, Section 2).

LONGITUDINAL COMPARISON

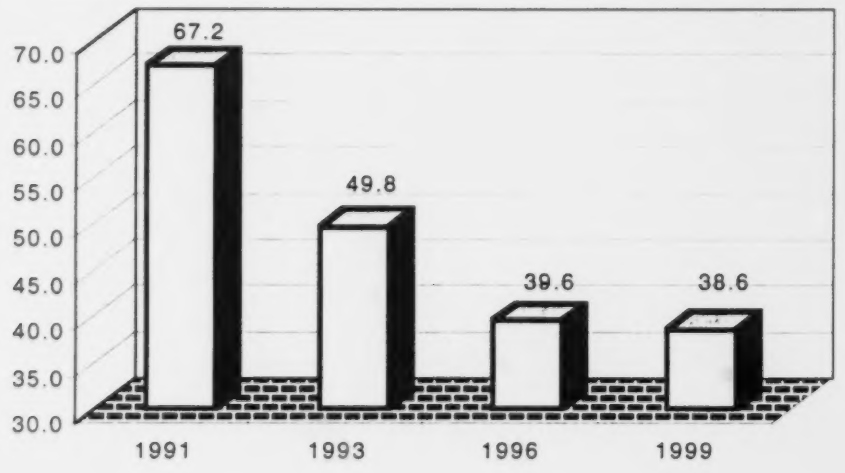
The purpose of the following analysis is to compare the results of four faculty surveys that were conducted at about three-year intervals: March 1991, November 1993, November 1996 and November 1999. The information was obtained from previous reports (see the *Reference* section below). Some details of the first survey are not available.

Response Rate

The electorate faculty response rate has continued to decline over the years, as shown.

	1991	*1993*	*1996*	*1999*
Respondents	117	150	97	86
Population	174	301	245	223
Response Rate	67.2	49.8	39.6	38.6

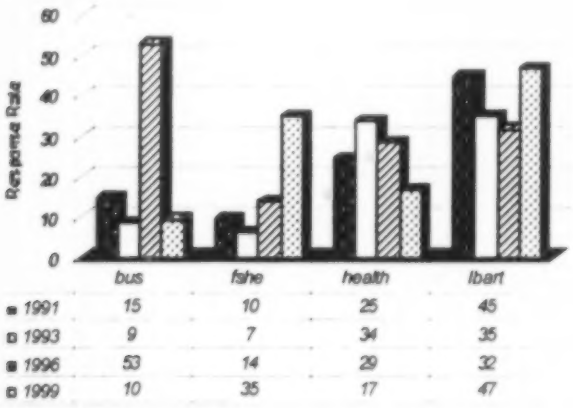
It should be noted that, as of 1993, response rates were based only on the electorate faculty as defined in the early part of this report. No information was available as to whether the 1991 survey was based on the electorate or all the faculty.



As the response rate decreases, bias resulting from generalizing to the entire population becomes more severe, as it is expected that instructors with more

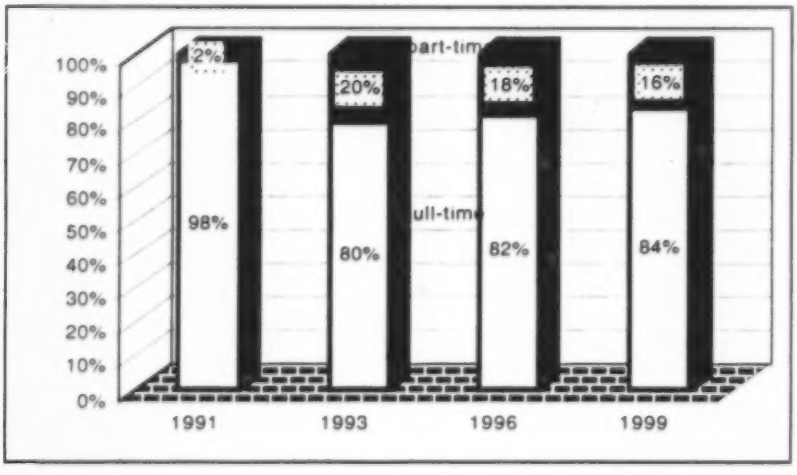
definitive opinions are more highly represented when low response rates are obtained.

As shown below, the Liberal Arts electorate faculty has been providing the highest response rates over the years. In addition, the 1999 rate (47%) was the highest for that group. *



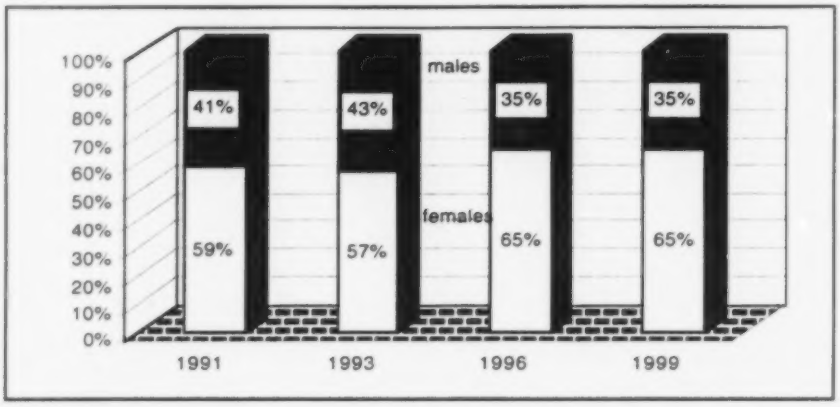
Respondents' Demographics

Since 1993, the full-time faculty has been making up a larger proportion of the respondents, increasing from 80 percent to 84 percent.



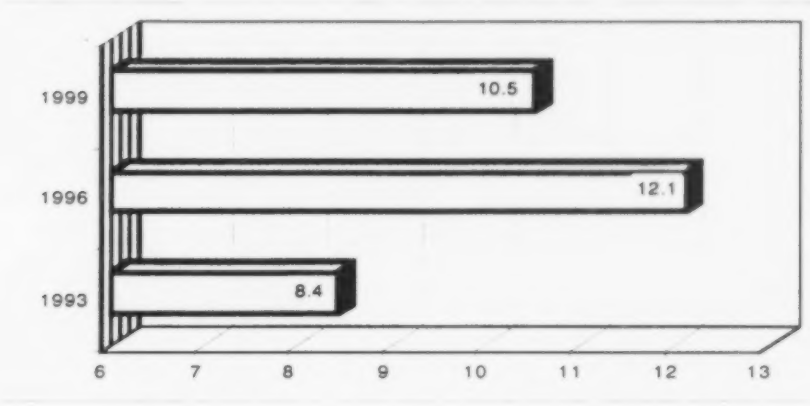
* In this graph, the Health Science and Nursing faculty have been combined into "Health," to conform with combinations used in previous years' reports.

In 1996, the proportion of females shot up compared to the prior years, making up almost two-thirds of the respondents, as shown below. In 1999, this proportion has remained unchanged.



In terms of years of employment, the following comparisons could be made between 1993 and 1999 (no data were available for the 1991 survey):

- In 1996, the average length of employment of the respondents was nearly 4 years higher than in 1993 (12.1 versus 8.4). In 1999, this figure was about half-way between the previous two.



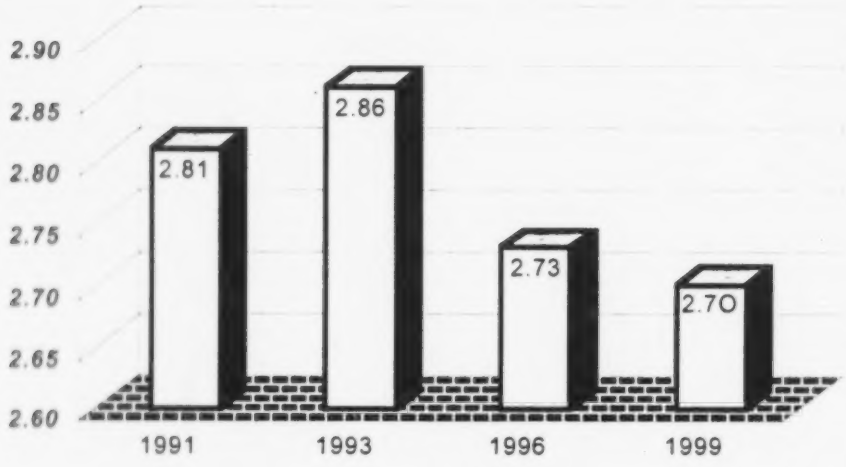
- In 1996, females had a statistically significant difference of 4.0 years of employment more than males (13.8 versus 9.8). In 1993 and in 1999, the difference was negligible (8.2 versus 8.6 for 1993, and 10.7 versus 10.1 in 1999).

- By discipline, in all three surveys, the Business faculty had the highest seniority (10.8, 13.0, and 19.0 respectively), whereas the faculty with the lowest seniority varied.

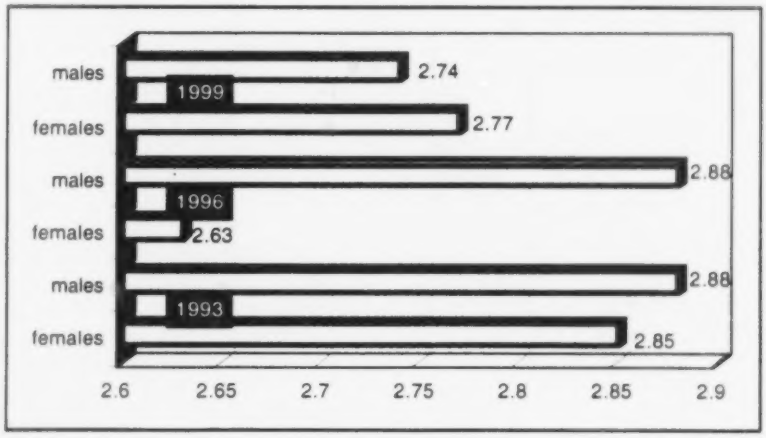
Total-Group Responses

In comparing the responses of the four surveys, it should be kept in mind that the items were not identical, although an effort was made to maintain as much similarity among them as possible.

The total rating of the institution in the four surveys is illustrated below, and indicates that the 1999 rating was the lowest of the four. All mean differences were statistically significant, except that between 1996 and 1999.



Comparisons by gender between 1993 and 1999 indicate no particular trend.



Student Activities. The only item that did not make the top ten list for the first time in 1999 is *Up-to-dateness of the curriculum*.

Only two items ranked among the bottom ten in all four surveys. They are shown in the table below.

Items With the Lowest Level of Faculty Satisfaction in All Surveys

Item	1991 *Rank* (Rating)	1993 *Rank* (Rating)	1996 *Rank* (Rating)	1999 *Rank* (Rating)
Adequacy of current salary schedule	7 (2.40)	5 (2.32)	2 (1.82)	4(2.06)
Support to attend professional meetings	33 (2.73)	2 (2.23)	4 (1.86)	6(2.23)

Six of the ten items which ranked lowest for the first time in 1999 appeared on this list for the first time. They are: *Adequacy of study leave and sabbatical opportunities, President's overall effectiveness, Opportunity and support to pursue scholarship, Effectiveness of communication channels to resolve campus problems,* and *Overall level of faculty involvement in campus decision-making*. In addition, two items that appeared on the bottom ten list were used for the first time in the survey. They are: *Preparedness of new students* and *Evaluation processes for senior administrators*. Items which did not rank among the lowest for the first time are: *Adequacy of faculty classification policies,* and *Adequacy of parking*.

Handwritten Comments

Most handwritten comments were not positive. They either represented dissatisfaction or constituted suggestions. Of a total of 35 comments, four comments occurred most frequently. They are tabulated below.

Comment	Frequency
Workload too heavy	7
Need better management of money and resources (class timing, equipment, ...)	6
Need better communication	5
Need better lighting for security	3

REFERENCES

Faculty Senate, Kapiolani Community College. *Faculty Institutional Survey,* March 13, 1991.

Office of Institutional Research, Kapiolani Community College. *Report on the Results of the 1993 Faculty Institutional Survey,* January 10, 1994.

Office of InstitutionalResearch, Kapiolani Community College. *A Comparison of the Results of KCC Institutional Surveys,* January 25, 1994.

Office of Institutional Research, Kapiolani Community College. *Report on the Results of the 1996 Faculty Institutional Survey,* January 8, 1997.

Appendix A

The 1999 Faculty Institutional Survey

Kapi'olani Community College

Faculty Institutional Survey

Fall 1999

Please be sure to use NETSCAPE as your browser to submit this survey.

Click and drag or type in how you describe yourself amongst these categories:

Your Gender	Type in your department	Your Current Rank
Gender		Rank
Full-time or Part-time this semester Full-time or Part-time	**If full-time, number of years at KapCC including this one** Number of years	**If part-time, number of successive semesters teaching at KapCC including this one** Number of semesters **If part-time, number of credits teaching this semester** Number of Credits

Please respond using the following key:

VD = Very Dissatisfied

D = Dissatisfied

S = Satisfied

VS = Very Satisfied

Leave the item blank if you do not have enough information.

VD D S VS	Academic Quality
○ ○ ○ ○	1.Overall quality of education provided at the College
○ ○ ○ ○	2. Overall quality of education in my department
○ ○ ○ ○	3. Overall quality of graduates
○ ○ ○ ○	4. Overall teaching competency of faculty
○ ○ ○ ○	5. Relevance of courses to job requirements
○ ○ ○ ○	6. Up-to-dateness of the curriculum
○ ○ ○ ○	7. Level of integration of credit and non-credit programs
○ ○ ○ ○	8. Range of delivery systems and modes of instruction
○ ○ ○ ○	9. Evaluation of educational programs
	10. Approaches used to improve programs and related services
	11. Effectiveness of articulation agreements with UH system

VD D S VS	Facilities and Equipment
○ ○ ○ ○	1.Adequacy of classrooms
○ ○ ○ ○	2. Adequacy of labs
○ ○ ○ ○	3. Maintenance of buildings and grounds
○ ○ ○ ○	4. Adequacy of faculty offices
○ ○ ○ ○	5. Adequacy of parking
○ ○ ○ ○	6. Quality of equipment
○ ○ ○ ○	7. Maintenance of equipment
○ ○ ○ ○	8. Safety of buildings

VD D S VS	Faculty Involvement
○ ○ ○ ○	1.Overall level of faculty involvement in campus decision-making
○ ○ ○ ○	2. Role of faculty in setting campus priorities and planning processes (Strategic Plan, Academic Development Plans)
○ ○ ○ ○	3. Level of faculty involvement in hiring
○ ○ ○ ○	4. Level of faculty involvement in department scheduling
○ ○ ○ ○	5. Level of faculty involvement in departmental budgeting
	6. Level of faculty involvement in the curriculum process
	7. Faculty interaction with students

VD D S VS	Leadership
○ ○ ○ ○	1.President's overall effectiveness
○ ○ ○ ○	2. Chancellor's overall effectiveness
○ ○ ○ ○	3. Provost's overall effectiveness
○ ○ ○ ○	4. Provost's accessibility to faculty
○ ○ ○ ○	5. Deans' overall effectiveness
○ ○ ○ ○	6. Overall effectiveness of campus administrative organization
○ ○ ○ ○	7. General attitude of campus senior administration toward faculty
○ ○ ○ ○	8. Effectiveness of communication channels to resolve campus problems
○ ○ ○ ○	9. Faculty Senate leadership
○ ○ ○ ○	10. Overall effectiveness of faculty committees

VD D S VS	Personnel Policies
○ ○ ○ ○	1.Adequacy of current salary schedule
○ ○ ○ ○	2. Adequacy of faculty classification policy (rank system)
	3. Quality of faculty hiring process
	4. Equitability of teaching assignments
	5. Fairness of tenure and promotion process
	6. Evaluation processes for senior administrators

VD D S VS	Professional Climate
○ ○ ○ ○	1.Adequacy of student-evaluation-of-instructor system
○ ○ ○ ○	2. Effectiveness of peer evaluation process
○ ○ ○ ○	3. Campus support for educational innovation
○ ○ ○ ○	4. Opportunity and support to pursue scholarship
○ ○ ○ ○	5. Administrative recognition of faculty excellence
○ ○ ○ ○	6. Adequacy of study leave and sabbatical opportunities
○ ○ ○ ○	7. Support to attend professional meetings
○ ○ ○ ○	8. Degree of overall academic freedom
○ ○ ○ ○	9. Pressure to teach a content you disagree with
○ ○ ○ ○	10. Pressure to teach with a strategy you disagree with
○ ○ ○ ○	11. Collegiality among faculty
○ ○ ○ ○	12. Collegiality between faculty and administrators

VD D S VS	Student Characteristics
	1.Preparedness of new students
	2. General competence level of continuing students
	3. General student interest and motivation
	4. Overall quality of graduates

VD D S VS	Support Services
○ ○ ○ ○	1.Student Services
○ ○ ○ ○	2. Counseling
○ ○ ○ ○	3. Library
○ ○ ○ ○	4. Admissions
○ ○ ○ ○	5. Records
○ ○ ○ ○	6. Institutional Research
○ ○ ○ ○	7. Placement testing
○ ○ ○ ○	8. Accessibility and accommodation for persons with disabilities
○ ○ ○ ○	9. Student Activities
○ ○ ○ ○	10. Financial aid
○ ○ ○ ○	11. Job placement
○ ○ ○ ○	12. Learning Resources Center (formerly LAC)
○ ○ ○ ○	13. Information and Media Technology Services, IMTS (formerly EMC)
○ ○ ○ ○	14. Computing Center
○ ○ ○ ○	15. Campus security
	16. Clerical support

VD D S VS	Overall Satisfaction
O O O O	1.Overall level of satisfaction with the College's work environment
O O O O	2. Overall level of satisfaction with UH-system work environment

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Please post any further suggestions you may have for improving the college. This survey posting is limited to approximately 50 words, (500 keystrokes). If you would like to include more input, please send your document to Frank Abou Sayf via campus mail or fax (734-9162).

Submit my responses. I'm finished.

Erase/Reset (ONLY TO START OVER)

If you have printed this form to submit via hard copy, please mail or fax completed survey to: KccMfacsurvey

Frank Abou-Sayf
Institutional Research
Kapi'olani Community
4303 Diamond Head Road
Honolulu HI 96816

Fax: 808 734-9162

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Appendix B

Statistics

1. Item Statistics

	n	Choices, %				$\bar{x}$	s
		1	2	3	4		
Academic Quality							
1. Overall quality of education provided at the College	86	3.49	5.81	63.95	26.74	3.14	0.67
2. Overall quality of education in my department	86	1.16	17.44	46.51	34.88	3.15	0.74
3. Overall quality of graduates	75	2.67	9.33	76.00	12.00	2.97	0.57
4. Overall teaching competency of faculty	84	0.00	4.76	64.29	30.95	3.26	0.54
5. Relevance of courses to job requirements	74	2.70	5.41	62.16	29.73	3.21	0.68
6. Up-to-dateness of the curriculum	83	4.82	14.46	59.04	21.69	3.01	0.81
7. Level of integration of credit and non-credit programs	70	14.29	32.86	41.43	11.43	2.56	1.02
8. Range of delivery systems and modes of instruction	83	2.41	19.28	56.63	21.69	3.04	0.90
9. Evaluation of educational programs	75	2.67	25.33	57.33	14.67	2.92	0.99
10. Approaches used to improve programs and related services	81	9.88	23.46	55.56	11.11	2.77	1.14
11. Effectiveness of articulation agreements with UH system	77	14.29	45.45	32.47	7.79	2.45	1.28
Facilities and Equipment							
1. Adequacy of classrooms	86	8.14	36.05	45.35	10.47	2.58	0.79
2. Adequacy of labs	70	12.86	38.57	44.29	4.29	2.40	0.77
3. Maintenance of buildings and grounds	88	12.50	29.55	43.18	14.77	2.60	0.89
4. Adequacy of faculty offices	88	3.41	19.32	54.55	22.73	2.97	0.75
5. Adequacy of parking	86	24.42	23.26	44.19	8.14	2.39	0.98
6. Quality of equipment	87	10.34	31.03	50.57	8.05	2.60	0.86
7. Maintenance of equipment	87	16.09	33.33	47.13	3.45	2.43	0.93
8. Safety of buildings	86	4.65	16.28	65.12	13.95	2.94	0.88
Faculty Involvement							
1. Overall level of faculty involvement in campus decision-making	84	11.90	39.29	47.62	1.19	2.38	0.71
2. Role of faculty in setting campus priorities and planning processes (Strategic Plan ,Academic Development Plans)	82	12.20	35.37	47.56	4.88	2.45	0.77
3. Level of faculty involvement in hiring	80	6.25	17.50	63.75	12.50	2.83	0.73
4. Level of faculty involvement in department scheduling	77	3.90	15.58	59.74	20.78	2.97	0.73
5. Level of faculty involvement in departmental budgeting	77	11.69	37.66	46.75	3.90	2.46	0.80
6. Level of faculty involvement in the curriculum process	78	5.13	14.10	66.67	14.10	2.94	0.77
7. Faculty interaction with students	85	1.18	10.59	55.29	32.94	3.24	0.78

Leadership							
1. President's overall effectiveness	81	27.16	40.74	29.63	2.47	2.07	0.82
2. Chancellor's overall effectiveness	80	6.25	26.25	60.00	7.50	2.69	0.70
3. Provost's overall effectiveness	81	7.41	19.75	46.91	25.93	2.91	0.87
4. Provost's accessibility to faculty	80	11.25	27.50	43.75	17.50	2.68	0.90
5. Deans' overall effectiveness	82	6.10	18.29	58.54	17.07	2.89	0.80
6. Overall effectiveness of campus administrative organization	80	11.25	32.50	50.00	6.25	2.56	0.87
7. General attitude of campus senior administration toward faculty	82	9.76	21.95	51.22	17.07	2.81	0.97
8. Effectiveness of communication channels to resolve campus problems	81	18.52	37.04	41.98	2.47	2.35	1.01
9. Faculty Senate leadership	75	6.67	13.33	69.33	10.67	2.92	0.99
10. Overall effectiveness of faculty committees	81	2.47	29.63	61.73	6.17	2.80	1.01
Personnel Policies							
1. Adequacy of current salary schedule	84	23.81	46.43	29.76	0.00	2.06	0.73
2. Adequacy of faculty classification policy (rank system)	79	13.92	31.65	54.43	0.00	2.41	0.73
3. Quality of faculty hiring process	81	6.17	23.46	64.20	6.17	2.70	0.68
4. Equitability of teaching assignments	79	16.46	32.91	45.57	5.06	2.39	0.82
5. Fairness of tenure and promotion process	80	2.50	22.50	67.50	7.50	2.83	0.65
6. Evaluation processes for senior administrators	70	17.14	47.14	34.29	1.43	2.25	0.86
Professional Climate							
1. Adequacy of student-evaluation-of-instructor system	84	5.95	21.43	64.29	8.33	2.75	0.69
2. Effectiveness of peer evaluation process	87	2.30	29.89	62.07	5.75	2.71	0.61
3. Campus support for educational innovation	84	3.57	17.86	69.05	9.52	2.85	0.63
4. Opportunity and support to pursue scholarship	82	24.39	36.59	31.71	7.32	2.22	0.90
5. Administrative recognition of faculty excellence	82	15.85	28.05	50.00	6.10	2.49	0.87
6. Adequacy of study leave and sabbatical opportunities	76	48.68	26.32	25.00	0.00	1.82	0.96
7. Support to attend professional meetings	83	27.71	32.53	34.94	4.82	2.23	1.03
8. Degree of overall academic freedom	80	5.00	10.00	60.00	25.00	3.11	0.92
9. Pressure to teach a content you disagree with	62	9.68	19.35	45.16	25.81	2.97	1.19
10. Pressure to teach with a strategy you disagree with	62	11.29	22.58	43.55	22.58	2.89	1.30
11. Collegiality among faculty	86	2.33	8.14	67.44	22.09	3.18	1.05
12. Collegiality between faculty and administrators	83	12.05	14.46	60.24	13.25	2.86	1.31

Student Characteristics							
1. Preparedness of new students	86	32.56	48.84	17.44	1.16	1.87	0.73
2. General competence level of continuing students	86	9.30	37.21	51.16	2.33	2.47	0.70
3. General student interest and motivation	85	15.29	40.00	42.35	2.35	2.32	0.76
4. Overall quality of graduates	72	5.56	12.50	75.00	6.94	2.83	0.63
Support Services							
1. Student Services	82	3.66	8.54	78.05	9.76	2.94	0.57
2. Counseling	83	4.82	12.05	57.83	25.30	3.04	0.76
3. Library	84	2.38	7.14	73.81	16.67	3.05	0.58
4. Admissions	74	2.70	6.76	77.03	13.51	3.01	0.56
5. Records	74	2.70	9.46	77.03	10.81	2.99	0.60
6. Institutional Research	74	1.35	9.46	58.11	31.08	3.23	0.73
7. Placement testing	75	8.00	32.00	57.33	2.67	2.61	0.85
8. Accessibility and accommodation for persons with disabilities	78	1.28	5.13	69.23	24.36	3.23	0.78
9. Student Activities	76	1.32	11.84	63.16	23.68	3.17	0.92
10. Financial aid	70	2.86	7.14	77.14	12.86	3.10	1.00
11. Job placement	58	5.17	18.97	67.24	8.62	2.93	1.26
12. Learning Resources Center (formerly LAC)	75	12.00	26.67	56.00	5.33	2.67	1.33
13. Information and Media Technology Services, IMTS (formerly EMC)	83	19.28	24.10	42.17	14.46	2.64	1.49
14. Computing Center	71	9.86	22.54	60.56	7.04	2.81	1.53
15. Campus security	78	2.56	7.69	67.95	21.79	3.24	1.48
16. Clerical support	78	6.41	15.38	57.69	20.51	3.09	1.67
Overall Satisfaction							
1. Overall level of satisfaction with the College's work environment	85	7.06	21.18	54.12	17.65	2.82	0.80
2. Overall level of satisfaction with UH-system work environment	81	12.35	33.33	45.68	8.64	2.51	0.82

2. Section Statistics

Total	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.70	2.92	2.60	2.74	2.63	2.43	2.62	2.35	2.91	2.68
Standard Deviation	0.81	0.76	0.83	0.77	0.82	0.76	0.87	0.78	0.71	0.82
Total Observations	6016	870	674	559	799	469	947	325	1209	164
Maximum Error	0.02	0.05	0.06	0.06	0.06	0.07	0.06	0.08	0.04	0.13

Females	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.77	3.01	2.62	2.84	2.69	2.51	2.69	2.43	2.97	2.73
Standard Deviation	0.71	0.72	0.80	0.76	0.75	0.71	0.83	0.75	0.64	0.69
Total Observations	3463	511	395	322	453	268	541	187	692	94
Maximum Error	0.02	0.06	0.08	0.08	0.07	0.09	0.07	0.11	0.05	0.14

Males	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.74	2.91	2.66	2.72	2.71	2.40	2.64	2.40	2.95	2.86
Standard Deviation	0.81	0.75	0.80	0.72	0.85	0.79	0.90	0.74	0.71	0.88
Total Observations	2054	293	220	191	275	161	323	110	425	56
Maximum Error	0.03	0.09	0.11	0.10	0.10	0.12	0.10	0.14	0.07	0.23

Business	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.37	2.44	2.25	2.39	2.13	2.13	2.33	2.44	2.67	2.13
Standard Deviation	0.88	0.88	0.84	0.79	0.89	0.76	1.06	0.73	0.74	1.25
Total Observations	299	43	32	28	43	23	46	16	64	8
Maximum Error	0.10	0.26	0.29	0.29	0.27	0.31	0.30	0.36	0.18	0.86

Food Service	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.93	3.21	2.45	2.95	2.97	2.63	2.66	2.79	3.25	3.08
Standard Deviation	0.78	0.62	0.85	0.66	0.76	0.91	0.87	0.72	0.54	1.00
Total Observations	452	66	47	42	60	35	70	24	96	12
Maximum Error	0.07	0.15	0.24	0.20	0.19	0.30	0.20	0.29	0.11	0.56

Health	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.82	3.35	2.65	2.77	2.72	2.55	2.52	2.90	2.93	2.90
Standard Deviation	0.86	0.73	0.77	0.88	0.93	0.83	1.02	0.45	0.75	0.57
Total Observations	373	55	40	35	50	29	60	20	74	10
Maximum Error	0.09	0.19	0.24	0.29	0.26	0.30	0.26	0.20	0.17	0.35

Lbarts	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.67	2.87	2.65	2.74	2.57	2.39	2.62	2.20	2.88	2.64
Standard Deviation	0.81	0.76	0.79	0.81	0.81	0.77	0.88	0.76	0.73	0.79
Total Observations	3682	535	418	346	485	292	587	200	720	99
Maximum Error	0.03	0.06	0.08	0.09	0.07	0.09	0.07	0.11	0.05	0.16

Nursing	Total	Academ	Facilitie:	Faculty	Leadersl	Personn	Professi	Student	Support	Overall
Mean	2.99	3.38	2.58	3.03	3.12	2.50	2.80	2.85	3.17	3.20
Standard Deviation	0.80	0.62	1.11	0.57	0.69	0.68	0.76	0.88	0.76	0.63
Total Observations	377	55	40	35	50	30	59	20	78	10
Maximum Error	0.08	0.16	0.34	0.19	0.19	0.24	0.19	0.38	0.17	0.39

Full-Time	Total	Academ	Facilitie:	Faculty	Leaders	Personn	Professi	Student	Support	Overall
Mean	2.71	2.94	2.57	2.74	2.65	2.47	2.61	2.40	2.88	2.69
Standard Deviation	0.79	0.73	0.80	0.76	0.79	0.75	0.86	0.78	0.70	0.79
Total Observations	5092	729	550	477	686	399	794	271	1046	140
Maximum Error	0.02	0.05	0.07	0.07	0.06	0.07	0.06	0.09	0.04	0.13

Part-Time	Total	Academ	Facilitie:	Faculty	Leaders	Personn	Professi	Student	Support	Overall
Mean	2.71	2.89	2.65	2.73	2.56	2.20	2.71	2.09	3.10	2.68
Standard Deviation	0.92	0.95	0.90	0.91	0.98	0.78	0.95	0.69	0.75	0.99
Total Observations	807	124	110	71	93	60	133	47	147	22
Maximum Error	0.06	0.17	0.17	0.21	0.20	0.20	0.16	0.20	0.12	0.42

Up to 4 yrs	Total	Academ	Facilitie:	Faculty	Leaders	Personn	Professi	Student	Support	Overall
Mean	2.88	3.09	2.85	2.73	3.01	2.46	2.78	2.48	3.07	2.89
Standard Deviation	0.72	0.58	0.69	0.80	0.71	0.65	0.75	0.74	0.65	0.64
Total Observations	917	127	108	84	118	69	145	48	191	27
Maximum Error	0.05	0.10	0.13	0.17	0.13	0.15	0.12	0.21	0.09	0.24

5 - 9 yrs	Total	Academ	Facilitie:	Faculty	Leaders	Personn	Professi	Student	Support	Overall
Mean	2.79	3.03	2.63	2.81	2.75	2.53	2.70	2.46	2.97	2.82
Standard Deviation	0.79	0.71	0.76	0.79	0.76	0.79	0.89	0.78	0.71	0.72
Total Observations	1697	253	185	161	234	136	261	90	332	45
Maximum Error	0.04	0.09	0.11	0.12	0.10	0.13	0.11	0.16	0.08	0.21

10+ yrs	Total	Academ	Facilitie:	Faculty	Leaders	Personn	Professi	Student	Support	Overall
Mean	2.61	2.79	2.42	2.72	2.51	2.41	2.51	2.35	2.79	2.60
Standard Deviation	0.82	0.83	0.88	0.74	0.82	0.76	0.87	0.78	0.72	0.92
Total Observations	2569	346	272	241	347	202	399	138	531	70
Maximum Error	0.03	0.09	0.10	0.09	0.09	0.10	0.09	0.13	0.06	0.22

Up to 4 yrs	Total	Lbarts	Nurs
Mean	2.90	2.81	3.34
Standard Deviation	0.72	0.70	0.70
Total Observations	852	701	151
Maximum Error	0.05	0.05	0.11

5 - 9 yrs	Total	Food Se	Health	Lbart	Nursing
Mean	2.79	3.19	2.91	2.75	2.39
Standard Deviation	0.81	0.78	0.97	0.76	0.83
Total Observations	1568	152	151	1189	76
Maximum Error	0.04	0.12	0.15	0.04	0.19

10+ yrs	Total	Business	Food Se	Health	Lbarts	Nursing
Mean	2.61	2.59	2.85	2.76	2.50	2.94
Standard Deviation	0.85	0.80	0.63	0.77	0.90	0.73
Total Observations	1985	223	224	222	1166	150
Maximum Error	0.04	0.10	0.08	0.10	0.05	0.12

Appendix C

Respondents' Comments

Respondents' Comments

1. Campus safety is a concern at the Ohelo building. Building/street lighting is dim

2. Improve communication. Top down is inappropriate with professionals.

3. Administration should figure out how to handle those of us who are full-time/non tenure track. We work hard, perhaps harder than tenure-trackers and YET there is no job security whatsoever. This is not fair. Don't lead us along, making us go through the hoops of tenure-trackers without some sort of guarantee.

4. The college needs to reconsider the workload issue. Five classes a semester with 38 students in each class DOES effect the quality of teaching. It is not fair to the faculty member and the students. We need to assess the contract renewal

5. To much expected beyond classroom teaching. Recognition and appreciation of work done beyond teaching is not enough. More assigned time s/b available.
   a. Reorganize has made it difficult and time-consuming for faculty to get decisions. Too much buck-passing and not enough support of efforts to get the job done.

6. Learning support is embarrassingly lacking, both tutoring and computer support. We pride ourselves on being a flagship campus but don't put money where our mouth is. We have a hardworking faculty whose morale is low because of lack of support, on many levels. Students need tutoring and computer support and should have access to it. They don't stop being developmental when they move into 100-level classes.

7. More direct communications from the senior administrators to the general faculty would help to demonstrate their acknowledgement of all faculty and improve their image. Communication is still top down--even if the faculty gets information from their divisions/departments, its not the same as when everyone is addressed or informed directly from the administrators. It is very important to foster an open access of info and discussion of the issues/concerns of the college to maintain and strengthen morale.

8. hiring practices need to be reviewed - especially "temporary" hires - and non credit contracts "temporary" hires - the reality does not match the rhetoric we have instructors who had to take out loans because the university didn't pay them in a reasonable timely fashion.

9. I am honored to be a teacher at KCC and I firmly believe that we have a remarkable group of faculty, staff, students, and administration. There are a few suggestions I would like to suggest to improve the overall campus moral which I believe is deteriorating due to changes and demands:
   a. The facultly evaluation process needs to be simplified and lessened to allow faculty more time and validation of trust in their ability to teach after the faculty member has demonstrated competency through student evaluation.
   b. The demands placed on instructors time is greater now with more students per class and other non-teaching responsibilities, therefore, meetings should be lessened and conducted electronically if at all possible. However, it is important that we meet face to face at least twice a semester in the beginning and end for the human contact and morale. It is at these times that faculty concerns and praise may the focus. Money spent at these times for refreshment may appear to be incidental, but these small aspects leave a big impression.
   c. Encourage faculty input on how to lessen workload without having less classes.
   d. Give 4 day work week to teachers who teach daily classes.

10. The one question I was waiting for was "Are you generally satisfied with the workload (15 credits plus committee work)?" Answer: VERY DISSATISFIED. This situation impacts many of the other questions (ability to do research, contact with students, etc.). We could all do a better job at teaching if the workload were more

reasonable.

11. A very comprehensive college orientation must be a requirement. Students should be able to retake the placement test even after starting ENG/Math, w/tchr approval and a fee. Have a more comprehensive learning disabilities program. I left many items blank because of the "overall" idea. Would have been able to answer better if, like student evals? were only about me.

12. The Personnel/Business/Administrative offices are very slow or frustrating in terms of red tape for lecturers. Long waits for pay checks and ID cards, errors in paychecks, name misspelling which affected computer input, and other mishaps have created a very unprofessional experience for me.

13. I love working at this campus. However, two significant problems are not addressed directly in this survey: WORKLOAD and TUTORING SERVICES. The current workload is too heavy for me to reach my full potential as a teacher and contributor to the college. Current tutoring services are insufficient to meet student needs, which I find unacceptable for a competency-focused community college.

14. Outside security lighting needs much improvement. Absentee administrators are a problem.

15. The UH system of providing UH faculty with 6months sabbaticals with full pay while community college faculty get only one year with half pay is not equitable. Efforts should be made to change this policy.

16. Restructuring has upset natural flow of things. Hard to figure out who/ is responsible for what now. Profit motive takes away from educational goal...mutually exclusive. This confusion affects the students as well. Communication is faulty. Campus Bulletin is not well structured...too many long reports on one bulletin...break it up so it's printable if necessary. We hear about things "by accident", direct communication non-existent.

17. Regarding maintenance of facility, equipments and buildings, my concern is of budgeting enough for replacing obsolete computing equipment, and for repairing air-condition systems (some classrooms have been without air in Kauila for almost a year). Also, previously unbudgeted for items such as replacement and repair of rusting playground equipment and tricycle tracks for the on-campus childcare needs to be addressed. These are large ticket items,$20-30,000 estimates.

18. Communication needs to be improved between the administration and the faculty. Also needed is a system of recognition for good work done. This may "improve" morale on campus.

19. Campus safety and security are major areas of concern. KCC Security personnel are very responsive and helpful, however, staff is WAY too small for such a large campus. Freeman guards are not responsive nor helpful. The college should take immediate, proactive measures to improve security, lighting, patrols in the MANY, MANY "deserted" areas of the campus especially Olapa, Iliahi, Kopiko and upper campus, and parking areas.

20. KCC is moving away from being a high-quality, open-door institution. Less variety is being offered in class choice and higher pre-reqs prevent some students from carrying a full load. Decisions are being made by admin. without "real" faculty input. Only select individuals are given recognition for original work and ideas--others not, even though their ideas may be adopted. Campus maintenance is not maintaining. Quality in every area suffers in the push to raise money.

21. Business Off. is a huge source of dissatisfaction. Their inability to give budget information in a timely fashion is dragging the campus down. Classrm scheduling causes conflict and frustration. Faculty who fail to schedule rooms just take over space on the fly with no apology to those affected. The cafeteria has really improved. I rarely think of going off campus to eat since there's so much to choose from.

22. The Provost seems to be an absentee-provost who does not know what is going on in KCC. He does not seem to know where he wants KCC to go or be positioned. He has a reorganization plan without any concrete steps and all he wants is for the faculty and staff to figure out the details. In other words, he has no leadership qualities or any type of managerial know-how. We want a Provost with a 5-10 year plan, a vision and not one who just reacts to situations.

23. Administration should provide timely and meaningful budget figures for the purpose of departmental planning. IMTS continues to provided poor service to the college. Distribute IMTS resources back to the department where each department can hire competent staff who can provide the technological services.

24. Contractually the department has the prerogative to decide how teaching assignments would be handled but this department has not addressed the issue nor offered the faculty that privilege. Accountability is not fairly distributed within the department as some faculty have that burden while others are exempt for no equitable reason. The department fails to recognize that student learning is of primary concern and have compromised the student's education for the sake of the operation. In other words it's become not "what can the department do for the student, but what the student can do for the department and how we can exploit the student.

25. 1. Remove Manoa from the decision making process concerning KCC.
    2. Remove Manoa from any fiscal decisions concerning KCC.
    3. Eliminate Ewa campus, use the money to properly fund existing campuses.

26. Provost meetings with departments on a periodic basis would be wonderful, i.e., for information, reassurance, etc.

27. Hearthside chats with the Provost in which anyone can come for tea and delicacies...might create opportunities for the expression of things that do and don't need to be put into words.

28. We need tutoring support for under prepared 100 level students.

29. Too many undeserving students being awarded financial aid--like welfare payments. This should be monitored more carefully. Too many dictators in administration who like to play "games"--incompetent people rewarded for kowtowing to insecure administrators. Too many ancestral relationships.

30. The College must AGGRESSIVELY lessen the overload of work for full timers. As a junior faculty member, it is very difficult to be an effective teacher and to pursue meaningful professional development and activities when the work load is five courses, numerous committee assignments, and other services to the college.

31. The College should work AGGRESSIVELY towards realizing a reasonable workload. Full-time Junior faculty like myself are burning out quickly

32. We need to increase the physical presence of key administrators on campus to work with the faculty. Things seem to be drifting. This is not a problem with competency. It is a matter of closer physical presence, which improves accessibility. In short, a little more TLC for the troops.

33. Please keep tutoring

34. The recent creation of V-positions is trouble.
35. The changes we have been going through are overwhelming. We cannot do any more with any less.